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ABSTRACT

The development of a model for career education at the K-12 levels is presented in the document. Thirty career education objectives were evaluated by teachers, counselors, parents, and career people in the Las Cruces, New Mexico, School District; they were asked to rate the objectives as to their relative importance and to determine at what grade level each objective should be presented. The 10 career education objectives of the New Mexico State Department of Education are also included. Making up the bulk of the document, career education resource materials available at the Las Cruces Public Schools' Educational Service Center are listed, described, and their grade level given. These include books, films, kits and games, and tapes. Materials available from the State Adopted Textbook List are also presented and described. Several useful career education models for possible use in the Las Cruces system are presented, and, in the concluding section, 31 abstracts of related career education documents available through ERIC Document Reproduction Service are offered. (Author/EC)

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A CAREER EDUCATION MODEL

K - 12

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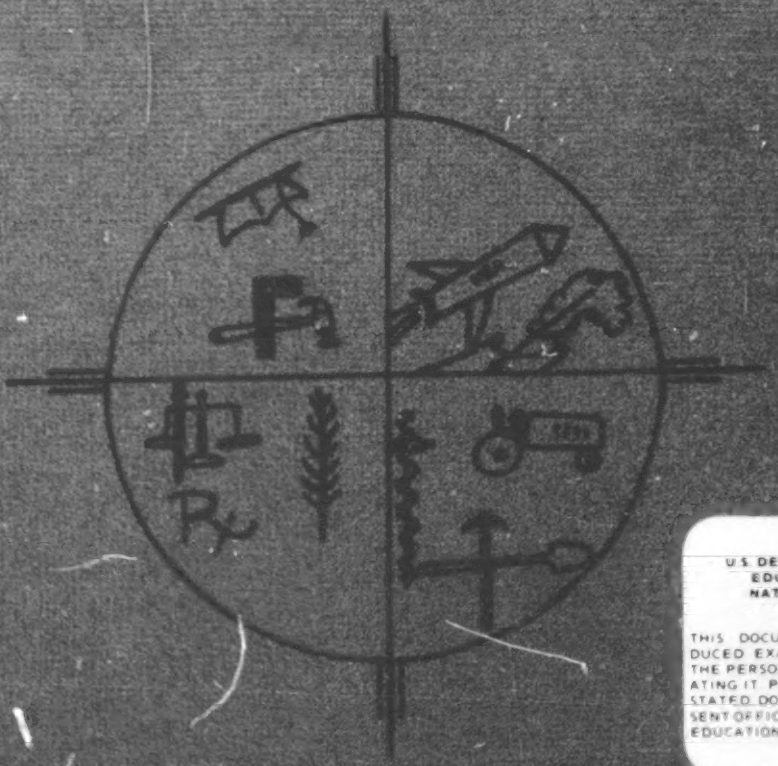

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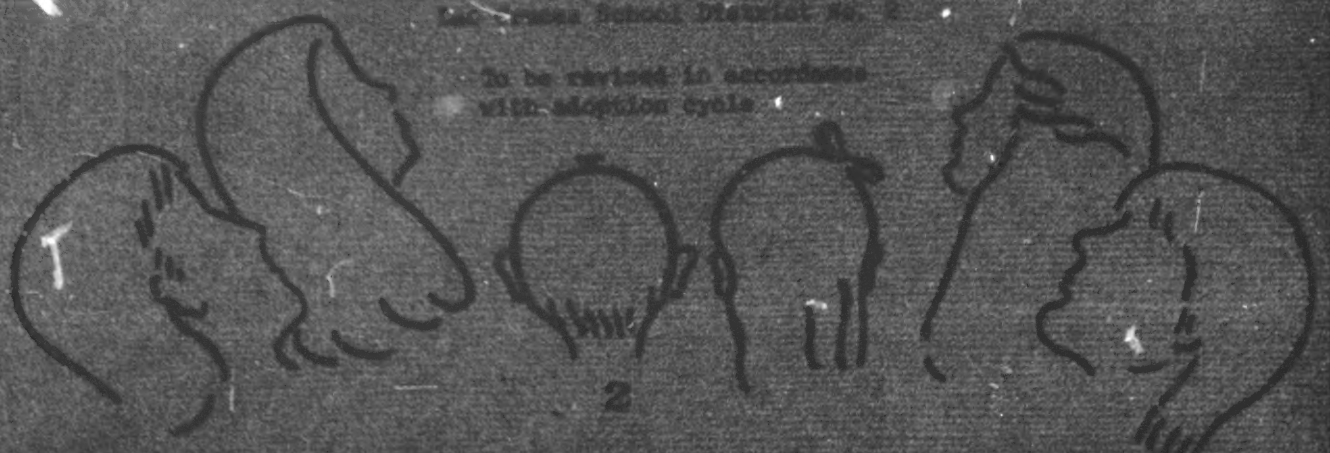

ACKNOWLEDGEMENTS

The development of this Career Education Model K-12 has been a joint effort of teachers, counselors, administrators, and the private sector. Appreciation is expressed to Mrs. Ann Graham and the Business and Professional Women's (BPW) group and Dr. Grant Kinzer and the Las Cruces Rotary Club for their help in assessing the relative importance of the career education objectives and helping to determine the sequence in which they should be presented.

The K-12 Career Education committee was composed of: Beverly Bourguet, Chairperson from Las Cruces High School; Margaret Vasilakis, Alameda Junior High; George Adams, Court Junior High; Clair Ross, Lynn Junior High; Fred Hurd, Zia Junior High; Josie Green, White Sands Missile Range; Joe Chaires, Central Elementary; and Louise O'Donnell, University Hills.

Barbara Marino, Secretary for the Secondary Curriculum Office, did the typing as well as performing the multiple tasks involved in such a project. The cover design is by Gloria Gonzales of the Instructional Division.

Appreciation is also expressed to the many other individuals who in other ways added to the realization of the model.

Edward Fernandez, Ed.D.
Secondary Curriculum Coordinator

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FOREWORD

A Career Education Model for grades K-12 was formulated by the Career Education Committee and reviewed by teachers and members of the community. Considerable time and research were involved in developing the objectives to be implemented by classroom teachers. Consequently, this publication does not represent the ideas of a few but rather the collective opinions of many. The objectives were created by considering the needs of the students attending Las Cruces Public Schools.

In order to assess A Career Education Model, the following information was collected: (1) Research on career education objectives, models, and bibliographies from various schools and universities throughout the country, (2) Data from a Career Education Survey administered to Las Cruces Public School teachers and members of the business community, and (3) career education objectives included in the Basic Cognitive Skill Objective Banks prepared by the New Mexico State Department of Education.

A Career Education Model is not intended to radically alter classroom methods of teaching but to integrate a philosophy of career education into the course subject matter.

It is hoped that career education will aid in self-awareness and enable individuals to make rational decisions as they pursue careers and participate as fulfilled members of society.

Beverly Bourguet
Chairperson

CAREER EDUCATION OBJECTIVES

The objectives stated in the ensuing pages were submitted to eighty-seven people in the Las Cruces School District who rated the objectives as to their relative importance and determined at what grade level(s) each objective should be presented. The eighty-seven respondents represented teachers, counselors, and parents as well as career people, since many of the respondents are members of the Rotary Club of Las Cruces and the Business and Professional Women's group.

The objectives have been ranked from highest to lowest according to means derived from the numerical value assigned to each objective.

I= Introduce T=Teach M=Maintain

RANK		K	1	2	3	4	5	6	7	8	9	10	11	12
11	1. To understand that personality is an important factor in securing and holding a job.					I	I	I	T	T	T	M	M	M
5	2. To recognize and develop the importance of positive attitudes toward self as a member of a work group.	I	T	M						T				
9	3. To identify rights and responsibilities to his/her immediate environment.	I	T	T	M	M	M	M	M	M	M	M	M	M
3	4. To appreciate the value and human dignity of all types of work and skills.	I	T	M	M	M	M	M	M	M	M	M	M	M
12 (tie)	5. To understand that all workers contribute to the positive over-all welfare of our society.	I	I	I	I	T	T	M	M	M	M	M	M	M
23	6. To recognize that leisure-time activities and a person's mental and physical health may affect career choice.							I	I	T	T	M	M	M
7	7. To recognize his/her own abilities and limitations and be able to relate them to present career interests.							I	I	T	T	T	M	M
22	8. To develop an understanding that personal and social needs may be met through work.								I	I	T	T	M	M
27	9. To understand the concept of clusters of occupations.									I	T	T	M	M
10	10. To realize the value of general education as a necessary foundation for future specialized training.					I	I	T	T	T	M	M	M	M
1	11. To understand the relationship between regular school attendance, good work habits, acceptable behavior, initiative, perseverance, positive attitudes and career planning and their effect.	I	I	I	I	I	T	T	T	T	M	M	M	M
19 (tie)	12. To gain knowledge of the components of the decision-making process.	I	I	I	I	I	I	T	T	T	T	M	M	M
24	13. To develop occupational research skills.								I	I	T	T	M	M
4	14. To understand that entry level into an occupation depends upon one's training and educational background.							I	I	I	T	T	M	M

		K	1	2	3	4	5	6	7	8	9	10	11	12
19 (tie)	15. To understand that the supply of workers is dependent upon training, preparation, and supply and demand of the business world.								I	TT	T	T	M	M
15	16. To understand that one's individual needs change as he/she progresses through life which may require developing new skills throughout one's life.							I	I	I	T	T	M	M
16	17. To understand that success and upward mobility in many occupations requires continuous learning.									I	I	T	T	M
26	18. To demonstrate a knowledge of employment trends in New Mexico and the nation.									I	I	T	T	M
6	19. To develop the appropriate skills and behaviors to make application for a job including making inquiries, filling out application forms, and interviewing for a job.							I	I	T	T	T	M	M
17	20. To demonstrate an awareness of a person's need to experience personal satisfaction through individual accomplishments in the field of work.	I	I	M					I	T	T	M	M	M
18	21. To recognize the relationship between personal strengths and weaknesses to educational and vocational choices.							I	I	T	T	M	M	M
8	22. To demonstrate a positive attitude toward preparing for a career.							I	I	T	T	M	M	M
12 (tie)	23. To complete secondary school with the knowledge and skills necessary to pursue further education or to become employed.	I	I							I	T	T	M	M
25	24. To develop an understanding of the social and economic importance of a number of easily identifiable occupations and occupational families.								I	I	T	T	M	M
21	25. To recognize that changes in career decisions can be made, but that the greater the investment of time, money and effort, the more difficult the change.	I	T	M					I	I	T	T	M	M
19 (tie)	26. To utilize community resources.	I	T	M					I	I	T	T	M	M
14	27. To effectively perform his/her roles in the world of work.	I	T	M		I	I	I	I	I	T	T	M	M

		K	1	2	3	4	5	6	7	8	9	10	11	12
2	28. To develop a degree of self-realization and awareness that will lead him/her to seek careers commensurate with his/her abilities and aptitudes.							I	I	T	T	T	M	M
20	29. To explore and test career opportunities within a specific cluster or area.							I	I	T	T	T	M	M
13	30. To receive guidance, counseling and instruction needed to develop his/her self-awareness and self-direction.	I								T	T	T	M	M

Some or all of the objectives in this next section are included in the preceding Scope and Sequence Guide, although they may be worded differently. However, since the ensuing Career Education Objectives are included in the State Department of Education's Objectives-Based Test administered statewide to 6th, 9th, and 12th graders, they are, for due emphasis, repeated verbatim.

OBJ. CODE

CAREER EDUCATION OBJECTIVES

(S001) STUDENTS WILL APPRECIATE THE PERSONAL AND SOCIAL SIGNIFICANCE OF WORK, FOR THEMSELVES AND SOCIETY AND REALIZE THE BENEFITS THAT CAN RESULT FROM WORKING; e.g., have a positive attitude toward preparing for an occupation; believe that work leads to benefits for them such as security and interpersonal contacts; realize the importance of work in our society.

- Students will be able to identify or list reasons why work is important to maintain our society.
- Students will demonstrate a positive attitude toward preparing for a career by identifying activities they are engaged in toward this end.
- Students will be able to recognize different attitudes that people have toward work by listing or identifying positive and negative attitudes toward work.
- Students will demonstrate an awareness of a person's need to experience personal satisfaction through individual accomplishments on the job by identifying examples of satisfaction and dissatisfaction brought on by accomplishment or lack of accomplishment where such satisfaction or lack of such is tied entirely to accomplishment of the task rather than personal "fringe" benefits such as pay, convenience, etc.
- Students will be able to identify or list reasons why it would be beneficial for an individual to work.

(S002) STUDENTS WILL BE ABLE TO SEEK OUT AND DETERMINE THE IMPORTANCE OF INFORMATION ABOUT CAREERS THAT THEY ARE INTERESTED IN BEFORE MAKING A CAREER CHOICE; e.g., know various kinds (and sources) of information; know order in which various sources should be consulted; know relative value of different sources - which sources are more important and reliable for different occupational planning activities.

- Students will demonstrate that they realize the benefit of talking with qualified people working in career areas of interest about such things as environment, necessary training, personal fulfillment, salaries, advancement opportunities, problems that might be encountered in reaching the goal, etc., by talking with such resource people or by inquiring after information about how such people may be contacted for such a purpose.

OBJ. CODE

(5002) Cont.

- Students will be able to identify good sources of information about supply and demand of occupations they are interested in.
- Students will be able to identify or list sources of job information (availability, pay, location, and openings) which will aid them in making a career choice by supplying names or descriptions of information sources and by obtaining given types of information for which they have supplied names or descriptions.
- Students will demonstrate knowledge of the order in which they should consult different sources for occupational information by identifying an appropriate order of sources.
- Students will demonstrate an understanding that some sources are better than others when it comes to information about occupations by identifying or listing sources which will be most reliable and informative regarding occupation information.

(5003) STUDENTS WILL UNDERSTAND HOW JOB CHARACTERISTICS AND REQUIREMENTS SUCH AS HOURS, ENVIRONMENT, CO-WORKERS, EXTRA BENEFITS, LOCATION, TRAINING, POSSIBILITY FOR ADVANCEMENT AND SALARY WILL PLAY A MAJOR ROLE IN THE SELECTION OF A CAREER ACCORDING TO THE INDIVIDUAL'S NEEDS AND INTERESTS; e.g., characteristics such as are listed within the objective.

- Students will demonstrate an understanding of how job characteristics will play a major role in their selection of a career by choosing the set of job characteristics most compatible with the given needs and interests of a person as presented in a short situational narrative.
- Students will be able to identify the most appropriate job environment for a person in a given situation where needs and interests are portrayed.
- Students will be able to identify the most appropriate classification of co-workers for a person in a given situation where needs and interests are portrayed.
- Students will be able to identify the most appropriate salary and career advancement possibilities for a person in a given situation where needs and interests are portrayed.

CAREER EDUCATION OBJECTIVES

OBJ. CODE

(5003) Cont.
. Students will be able to identify reasons why particular job characteristics such as hours, environment, co-workers, extra benefits, possibility for advancement, and salary play a role in the selection of a career choice.

(5004) STUDENTS WILL BE ABLE TO DEMONSTRATE LEARNING EXPERIENCES IN SCHOOL COURSE WORK WHICH HAVE IMPROVED THEIR ABILITY TO FOLLOW A PARTICULAR CAREER DIRECTION AND SPECIALLY TRAINED THEM FOR EMPLOYMENT; e.g., students can demonstrate competency in their chosen vocational area, such as auto mechanics, office education, etc.

(5005) WITHIN ONE YEAR OF GRADUATION, STUDENTS WILL HOLD A JOB (AND/OR WILL BE IN ADVANCED TRAINING FOR AN OCCUPATION) AND BE SATISFIED WITH THEIR OCCUPATIONAL CHOICE; e.g., students are satisfactorily employed in an occupation of their choice; or, are in vocational-technical school, college, or other advanced training.

(5006) STUDENTS WILL DEMONSTRATE THAT THEY APPLIED ADEQUATE DECISION MAKING STEPS IN MAKING AND PREPARING FOR THEIR CAREER CHOICE; e.g., consulted various sources for information, obtained available high school training for a career they might be considering, possibly held part-time jobs, etc.

. Students will be able to demonstrate that they applied decision making steps in making a career choice by listing several sources of information they consulted before making the choice of career, and what information was obtained that helped them to make the decision.

. Students will be able to identify or list the course work they have accumulated which is directly related to preparing for their career choice.

. Students will be able to list any out-of-school experiences which will contribute directly to their preparation for their career choice.

. Students will be able to identify or list good sources of information about their career choice.

. Students will be able to list or identify the educational requirements for their career choice.

CAREER EDUCATION OBJECTIVES

OBJ. CODE

(5007) STUDENTS WILL BE ABLE TO DEMONSTRATE THAT THEY POSSESS THE APPROPRIATE SKILLS AND BEHAVIORS TO MAKE APPLICATION FOR A JOB INCLUDING MAKING INQUIRIES, FILLING OUT APPLICATION FORMS, AND INTERVIEWING FOR A JOB; e.g., make inquiries about jobs, read advertisements and related materials, complete job application forms appropriately, know how to conduct themselves during interviews.

. Students will be able to identify or list ways in which they might make inquiries about making application for a job.

. Students will be able to fill in all blanks of a sample employment application neatly and accurately, indicating which blanks are not applicable to them.

. Students will demonstrate that they possess appropriate interview skills by role-playing in an interview situation or by answering questions, during or following an observation of a job interview concerning the following criteria:

* They should have their social security numbers, and names, addresses and phone numbers of references readily available.

* They should indicate types of jobs preferred and expectations of the job (hours, pay and experience to be gained).

* They should answer questions promptly and as accurately as possible.

* They should be appropriately groomed and dressed.

* They should use acceptable manners and good posture.

* They should ask questions regarding fringe benefits, advancement opportunities, training and union membership.

* They should show enthusiasm.

. Students will be able to identify a properly completed application form.

. Students will be able to identify appropriate and inappropriate descriptions of interview behavior.

OBJ. CODE

(5008) STUDENTS WILL UNDERSTAND WHAT THE BASIC QUALIFICATIONS ARE FOR MAINTAINING A JOB AND ADVANCING FROM THE ENTRY LEVEL OF THE OCCUPATION; e.g., doing the job well, seeking extra responsibilities, further training, punctuality, etc.

- Students will demonstrate the ability to relate one's behavior to one's chance for maintaining a particular job by identifying personal behavior that will increase or decrease a person's chances for maintaining the job.
- Students will be able to identify personal behavior that would improve the chances of an individual to advance from the entry level position in an occupation.
- Students will be able to identify attitudes necessary to be successful in a given occupation.
- Students will demonstrate concern for the concept of quality in relation to a task or job by identifying or supplying examples of how the quality of work may have an effect on the status of workers.
- Students will be able to list several factors which might be reviewed by an employer when an employee is being considered for advancement.

(5009) STUDENTS WILL BE ABLE TO DEMONSTRATE AN AWARENESS OF THE EMPLOYMENT OUTLOOK IN NEW MEXICO FOR OCCUPATIONS THEY ARE INTERESTED IN; e.g., which job markets are increasing or declining, what kinds of jobs are likely to be available, trends in occupational training, etc.

- Students will be able to identify what is meant by supply and demand of an occupation.
- Students will be able to identify the relationship between supply and demand for occupations in New Mexico in which they are interested.
- Students will be able to identify good sources of information about the supply and demand for occupations in New Mexico.
- Students will be able to identify what kind of a job market (i.e., trends in the number of people training for the career, jobs currently available, is the market increasing, decreasing, etc) there is in New Mexico for the career(s) in which they are interested.

CAREER EDUCATION OBJECTIVES

OBJ. CODE

(5009) Cont.

. Students will demonstrate an awareness of the employment outlook in New Mexico for careers they have some interest in by predicting the relative probability of job-seeking success or failure they will have in New Mexico once they are ready to begin working.

(5010) STUDENTS WILL BE ABLE TO DEMONSTRATE AN AWARENESS OF THE EMPLOYMENT OUTLOOK NATIONWIDE FOR OCCUPATIONS THEY HAVE SOME INTEREST IN; e.g., which job markets are increasing or declining, what kinds of jobs are currently available, trends in occupational training, etc.

. Students will be able to identify what is meant by supply and demand for an occupation.

. Students will be able to identify the relationship between supply and demand for occupations nationwide.

. Students will be able to identify good sources of information about the supply and demand for occupations nationwide.

. Students will be able to identify what kind of a nationwide job market (i.e., trends in the number of people training for the career, jobs currently available, market increasing, decreasing, etc.) there is for the career(s) in which they are interested.

. Students will demonstrate an awareness of the nationwide employment outlook for careers they have some interest in by predicting the relative probability of job-seeking success or failure they will have once they are ready to begin working.

CAREER EDUCATION RESOURCE MATERIALS

Part I--The materials described in this section are available in the Las Cruces Public Schools' Educational Service Center. Materials marked with an asterisk (*) are also available from the State Adopted Textbook List.

BOOKS

Title	Grade Level	Publisher
A Series of Career Books *	5 - 9	Dillon Press

Each of 12 books is devoted to one of the following areas; advertising, agriculture, art, building trades, computers, dentistry, fashion, government, home economics, radio and television, theater, and writing.

A Set of Resource Books	7 - 9	Oklahoma Voc. Tec.

Title:
General Construction Trades
General Mechanical Trades
Home and Community Service
Vocational Related English
Vocational Related Math
Vocational Related Social Studies

A series of books with study and worksheets.

Career Education Program, Vol. II *	7 - 9	Houghton-Mifflin

A source book for the teachers designed to build student's awareness of the world of work through lessons and activites. It consists of detailed lesson plans accompanied by duplicating masters and transparencies.

Career Guidance Set	7 - 12	Arco/Permabond

A set of 40 paperback books entitled Your Future In --- provides career information in a variety of areas.

Career Planning Set	9 - 12	Science Research Associates

What to do after High School
About you (Family Living Series)
How to get into College and stay there

Three booklets containing information and activities to help students understand themselves and others better and to help them build a happier more useful life.

Come to Work with Us	1 - 3	Houghton-Mifflin

Department Store	TV Station
Hospital	Newspaper
Bank	House Construction
Hotel	Dairy
Aerospace	Telephone Company
Airport	Toy Factory

This series of 12 volumes imparts to children positive attitudes toward work. No jobs are looked down upon and stereotyped sex roles are avoided.

BOOKS

Title	Grade Level	Publisher
Early Career Books--Sets A - D	K - 3	Lerner

Telephone Company	Hockey
Bank	Medical Center
Baseball	Printing
Computers	Police Department
Department Stores	Television Station
Football	Airline

Each book examines various jobs within a field, explaining why each is important and emphasizing jobs not requiring college degrees.

Encyclopedia of Careers and Vocational Guidance (2 volumes)	9 - 12	Doubleday

This edition is revised and reorganized to meet the needs of today's students and to accurately present the employment situation of the '70s; offers detailed information on over 650 occupations showing the students how to determine a career and advises the counselor, teacher, or parent on the best ways to guide young people.

Guidance Series Booklets *	7 - 12	Science Research Associates

Educational Guidance
Vocational Guidance
Personal and Social Guidance

Forty-five booklets with popular educational, vocational, personal, and social guidance booklets for high school students. "Now" format, language, and illustrations.

Handbook of Job Facts *	6 - Adult	Science Research Associates

Chart form of facts about duties, education training, special qualifications, earnings, and outlook for 300 key jobs.

"I Want to Be" Series (Book and Casettes)	K - 3	Children's Press

Baseball Player	Postman
Beauty Operator	Secretary
Forestry	Teacher
Hockey Player	Weatherman
Librarian	Zookeeper
Musician	Architect
Nurse	

Career awareness books that contain a paced word-by-word reading of the text with sound effects and music.

BOOKS

Title	Grade Level	Publisher
Job Family Series *	7 - 12	Science Research Associates

These 20 booklets group jobs by common factors such as interest and skill to help broaden the student's occupational consideration.

Looking Forward to a Career	7 - 9	Dillon Press

Theater	Fashion
Government	Art
Building Trades	Home Economics
Writing	Agriculture
Computers	Radio & TV
Dentistry	Advertising

Twelve books introduce various occupations and the roles the workers play in society.

Minorities and Career Education	9 - 12	ECCA Publications

The authors explore the possibilities of career education as they relate to the minority veteran, the community college, women, and minorities. 7 copies.

Various career related topics are covered in 20 short booklets. A copy of the Handbook of the Job Facts is included.

New Early Career Books (ABCD)	K - 3	Lerner

Conservation	Animal Care
Agriculture	City
Education	Auto Sales and Service

Each book examines various jobs within a field explaining why each is important and emphasizing jobs not requiring college degrees.

Occupational Information in the Elementary School *	Adult	Science Research Associates

This book presents the point of view that we need to help the classroom teacher incorporate occupational information into the traditional subject matter areas and offers helpful informaton.

On the Job	Adult	Ferguson/Doubleday

Collection of 65 actual work diaries, compiled over a 10-year period which gives the feel, the pace, and the flavor of a job. These first-person accounts show the many facets of a job that a worker experiences day-by-day.

BOOK

Title	Grade Level	Publisher
Open Door Series	6 - 12	Permabound

Thirty-five 64 page books about people who are members of minority groups and who started at the bottom and reached success by hard work. The reading level is 5th grade.

Title	Grade Level	Publisher
Vocational Guidance--Open Door Books	5 - 12	Children's Press

Realistic autobiographies of minority men and women who have faced modern society head on...and won! 36 books.

16 MM FILMS

Title	Grade Level	Publisher
Careers in a Large Industry	4 - 12	Houghton-Mifflin

This film uses the natural gas industry as an example that demonstrates the variety of career opportunities available in large-scale industry.

Decisions, Decisions	9 - 12	Churchill

On overview of educational alterantives to college, their strengths and weaknesses. Incorporates: Private, technical schools, correspondence, armed services, adult education and community colleges. 25 minutes, color.

People Who Make Things	7 - 12	Churchill

A young woman designs and builds a piece of specialty furniture, a man creates a wedding cake, another finishes a custom car body. 22 minutes, color.

So You Want to Be a Home Appliance Technician	4 - 12	Houghton-Mifflin

This film shows students the world of home appliance service through the experience of a young trainee in the field.

So You Want to be a Tool and Die or Mold Maker	4 - 12	Houghton-Mifflin

This film explains the requirements of tool and die making and the main components of apprenticeship programs.

So You Want to be an Electronics Technician	4 - 12	Houghton-Mifflin

The different backgrounds and experiences of three young men preparing for and entering the electronics field form the basis of this film.

Why Work?	4 - 12	Houghton-Mifflin

This film shows small groups of students from the upper elementary, junior high school, and senior high school "rapping" on the topic "Why Work."

Women in the World of Work	4 - 12	Houghton-Mifflin

This film shows a large number of young women working in non-traditional roles and emphasizes the importance of being qualified for a career.

FILMSTRIPS

Title	Grade Level	Publisher
A Direction for Tomorrow Multi-Media Sets SFSc Individual filmstrip sets: Compassion for People The Nations' Builders The Age of Electronics Man Has Wings Cabbages to Kings The Money Tree Jobs for the Now Generation	7 - 12	Bowman

Each set contains 6 sound filmstrips highlighting numerous occupations. The extensive series discusses on-the-job training, labor trends, needs and training, and careers which do not require college degrees.

Adventures in the World of Work SFRc	4 - 8	Random House

Who Puts the Light in the Bulb?
Who Puts the Print on the Page?
Who Puts the Ice in the Cream?
Who Puts the Blue in the Jeans?
Who Puts the Room in the House?
Who Puts the Grooves in the Records?

Students gain insight into how the American economic system works, how they fit into it, and the value of basic academic subjects to the world of work. 6 s/FS, spirit masters, 2T.G.

Career Series SFSc Individual program sets:	7 - 12	Pathescope

Careers in --	Agriculture	Graphic Arts
	Business Administration	Health Services
	Community Service	Journalism
	Computers	Law Enforcement
	Construction	Nursing
	Education	Repair Work
	Engineering	Sales
	Food Service	Social Work
	Government Service	Transportation

Each of the 18 programs of 2 sound filmstrips explores a career field in-depth stressing non-academic as well as academic careers

FILMSTRIPS

Title	Grade Level	Publisher
Career Series (Discovery) SFSc *	5 - 8	Guidance Associates

Individual program sets:

People Who --	Make Things	Help Others
	Influence Others	Create Art
	Work in Science	Organize Facts

Each of the six programs contains four sound filmstrips designed to give students a taste of the world of work and an insight into why people enjoy specific types of work. The series is intended to help the transition from career awareness to career exploration.

Career Values: What Really Matters SFSr	9 - 12	Guidance Associates

Individual filmstrips:

Part I	Introduction
Part II	Chance-taking
Part III	Work Environment
Part IV	Personal Commitment
Part V	Time

The five-part sound filmstrip series introduces the concept that personal values are a key ingredient in job satisfaction and teaches the skill of applying these criteria to choose a job and to clarify and rank career objectives.

Choosing Your Career SFSc	9 - 12	Guidance Associates

Part I describes six general personality types and relates them to broad career areas. Part II helps students evaluate their own personalities in these terms.

Discovery SFSc *	7 - 10	Scholastic Book

Individual filmstrips:

Thinking about Personalities	Looking at Career Fields
Thinking about Work	On the Road and in the Plant
Why People Work	Other Career Fields
Thinking About Goals	More Career Fields

An eight-week program using sound filmstrips to explore 49 young people at work and using a set of career logbooks to help each student analyze his own abilities and interests.

FILMSTRIPS

Title	Grade Level	Publishers
Employment Opportunities SFSr	7 - 12	Avid

Individual filmstrips:

- Working in a Hospital
- Working in a Laundry and Dry-Cleaning Plant
- Working with Cars
- Working with People
- Clerical and Stock Work

Views of 31 jobs suitable for the unskilled. These six filmstrips are designed for the educable mentally retarded student.

Fathers Work FS	K - 3	Imperial

My Dad is --
- a Carpenter
- Moving Man

My Dad works in a --
- Shoe Store
- Factory
- Supermarket
- Service Station

The set describes the work and poses questions that help children think about what fathers do on the job and how work is done. Helps children become aware of contributions they can make later as productive members of their community.

Finding and Getting a Job SFSc	7 - 12	Society for Visual Education

Individual filmstrips:

- Choosing Your Career
- Finding a Job Opening
- Applying for a Job
- The Job Interview
- Your First Months on the Job
- You and the Changing World of Work

These six sound filmstrips are designed to aid the students in deciding upon a future career. The assistance of the high school counselor is stressed in a series which utilizes case histories of young men and women seeking job openings and making applications for employment.

Foundations for Occupational Planning FS	7 - 9	Society for Visual Education

Individual filmstrips:

- Who Are You?
- What Do You Like to Do?
- What is a Job?
- What are Job Families?
- What Good is School?

Five filmstrips aid students in evaluating their own individual characteristics and in relating them to the world of work.

FILMSTRIPS

Title	Grade Level	Publisher
Jobs and Gender SFSc *	9 - 12	Guidance Associates

This two-part series explores how sexual barriers and stereotypes have influenced men's and women's vocational choices; discusses changing concepts of "masculine" and "feminine" work roles through interviews.

Job Attitude Serier SFSc *	9 - 12	Guidance Associates

Individual filmstrips:
- A Job that Goes Someplace
- Liking Your Job and Your Life
- On the Job: Four Trainees
- Trouble at Work
- Why Work at All?

Five programs to help young people explore the personal and social values they must deal with as they enter the world of work.

Job Hunting: Where to Begin * SFSc	9 - 12	Guidance Associates

This two-part series clarifies student understanding of employment sources. It also explains the various types of employment agencies, the role of the job counselor, civil service exams, how to answer want ads and to handle job interview.

Job Survival Skills SFSc	7 - 12	Society for Visual Education

Individual units:

1	Introduction	6	You and Your Supervisor
2	Education and Training	7	You and Your Co-Workers
3	From Which Point of View	8	Successful Job Behavior
4	Self-concept and Employment	9	Job Seeking Skills
		10	Personal Appearance
5	Communication	11	Resume

In this multi-media program, fifteen units help students develop the skills necessary to find a job and keep it. The activities incorporated in this extensive program include simulation games, brainstorming, puzzle assemble, role playing, peer evaluation and individual assessment.

Just a Secretary SFSr	9 - 12	Educational Activities

Discusses the multiple duties and responsibilities of the secretary. Illustrates the importance of this exciting and interesting career and the high value business places on excellent secretarial work. 2 FS, 1 rec.

FILMSTRIPS

Title	Grade Level	Publisher
Keys-Career Exploration SFSc	6 - 12	Science Research Associates

Ten sound filmstrips introduce today's world of work and encourage career exploration. These filmstrips are based on the same 10 interest areas measured by the Kuder E Interest Inventory.

Learning to Live with Others	K - 3	Society for Visual Education
Group I SFSc		
Learning -- to be your best self		
about listening		
what giving is all about		
to be responsible		
Group II SFSc		
Learning -- to trust people		
to keep a promise		
about patience		
to face up to mistakes		

Delightful stories emphasize importance of basic life values as applied to the individual. Children in these FS reflect a variety of ethnic and economic backgrounds.

Mothers Work, Too FS	K - 3	Imperial
My Mother -- is a waitress		
is a dental assistant		
works in a bank		
works in an office		
works in a drug store		
works at home		

Shows six working mothers at home with their families and then follows them through their working day. Responsibility in meeting needs of families as well as fulfilling responsibilities at work is the important theme.

People Who Create Art SFSc *	7 - 9	Guidance Associates
People Who Create Art		
Puppeteer		
Musician		
Designer		

Introduces people who want to express their ideas in their own special way. Defines creativity. 4 FS, 4 Cass., and 1 guide.

Preparing for the World of Work SFSc	9 - 12	Guidance Associates

This two-part series deals with five major vocational areas: home economics, trade and industry, agriculture, distribution, and business and office.

FILMSTRIPS

Title	Grade Level	Publisher
What You Should Know Before You Go to Work SFSc	9 - 12	Guidance Associates

Part I explains ways to begin narrowing career choices; discusses positive work attitudes; considers union membership in some areas. Part II offers advice on finding a job, job interviews, and "don'ts."

Work Habits and Attitudes SFSr	7 - 12	Avid
Getting Along on the Job Parts I - IV	& (EMR)	

These four job responsibility programs review 16 work habits and attitudes which are basic to any successful work experience.

World of Work SFSr	9 - 12	Avid

Individual filmstrips:
- The Working World
- Finding a Job
- The Job Application
- The Job Interview
- Your Paycheck

This filmstrip series emphasizes the proper methods and techniques required in finding, applying for, and keeping the right job.

Your First Week on the Job SFSc *	9 - 12	Guidance Associates

Two sound filmstrips use humorous dramatizations to help reduce student anxiety; to help prepare them for coping with new personalities, rules, and decisions; and to stimulate relaxed group talk about entering the world of work.

Secretary in a Changing Business World SFSr	9 - 12	New York Times

- Secretaries--Who needs them?
- Secretarial Generation
- Special Jobs for Special People
- When Tomorrow Comes, Where Will You be?

Presents the vital role of secretaries in today's business world. Shows what would happen if all the secretaries in the world stopped working and gives a detailed picture of their responsibilites and activities. 4 FS, 2 Rec.

FILMSTRIPS

Title	Grade Level	Publisher
The Adolescent Experience Series SFSc	9 - 12	Guidance Associates

Individual filmstrips:

- Interpersonal Relationship
- Understanding Emotions
- Developing Values
- Setting Goals
- Shaping Identity
- Forming Beliefs

Six sound filmstrips help students identify and strengthen processes of self-discovery, personal interaction, values formation, emotional change and challenge.

Trees for 2001 SFSc *	7 - 12	Guidance Associates

A sound filmstrip introduces students to the work of rangers, loggers, forest engineers, and technicians, and watershed and nursery managers.

Vocational Decision Set * SFSc	7 - 12	Q-Ed.

Individual filmstrips:

- An Introduction to Vocation
- The World of Work
- Counseling in Vocational Decisions

The variety of vocational choices is discussed with emphasis on considering abilities, interests and training when making vocational decisions.

What Does Your Dad Do? A-B SFSc	K - 3	Scott Education Corp.

- Computer Programmer
- Photographer
- Auto Mechanic
- Factory Worker
- Veterinarian
- Construction Foreman

The child discovers the diversity of occupations in a complex society. The occupations given cross economic and social lives and provide a good introduction to the working world.

KITS AND GAMES

Title	Grade Level	Publishers
Career Awareness Program Kit	4 - 9	King Features

A series of 15 different booklets written in comic format covers the 15 career clusters advocated by the USOE. The booklets are written at the fourth-grade reading level but have high appeal at the junior high level. A career awareness game is included.

Career Desk-Top Kit	7 - 12	Careers, Inc.

A compact 1200 item file of career information alphabetically filed by job titles.

Career Development Service Program Kit	7 - 12	Palmer

A four semester program designed to systematize the guidance function and activities of a school into a manageable, workable and accountable program, as an integral part of the total program. The activities consist of student activity books, interest surveys, value-interest inventories, a student career development profile and two independent study books. Enough materials were ordered for 200 students.

Career Games Games	8 - 12	Educational Progress Corp.

The Career Game emphasizes involvement, decision making, and self-concept building. The game can be used as a self-contained instructional unit or individually in the guidance department of library.

Career Information Kit * Kit	9 - 12	Science Research Associates

Approximately 600 pieces of career literature on jobs employing over 90% of the labor force today are filed alphabetically by job families to help the student explore many job possibilities.

Classroom Dynamics--Academic Kit Interest survey booklets-academic Interest survey work sheets Interest survey sheets	9 - 12	Palmer

Helps students explore careers in the professional and semi-professional areas which generally require some degree of college preparation. 38 booklets, work sheets and survey sheets.

KITS AND GAMES

Title	Grade Level	Publisher
Classroom Dynamics--Technical Kit	9 - 12	Palmer

Interest survey booklets-technical
Interest survey work sheets
Interest survey sheets

Helps students explore technical and mechanical jobs which generally require vocational-technical training or preparation at a community or junior college. 40 booklets, work sheets, and survey sheets.

Compulearn System A-N Kit	K - 12	Compulearn

Compulearn is an individualized, non-consumable, multi-media program for grades K-12. Level I (Awareness and Exploration, K-6) explores over 250 careers. Level II (Evaluation of Interest, Abilities and Values, 7-9) through self-profiling enables each student to determine his own interests, abilities and job values, and to align this information with 500 related careers. Level III (Decision Making, 10-12) explores alternatives after high school using an individualized gaming process to learn how to reach and evaluate career data.

Group Dynamics--Life and You Part II Kit	7 - 9	Palmer

A self-contained and field-tested body of career education knowledge. This program integrates the career education principle of "earning a living" within the total education concept of "living a life".

Group Dynamics--Success and You Part I Kit	7 - 9	Palmer

A self-administering, self-scoring, self-teaching experience in defining and clarifying career goals. 42 booklets, TG, student booklet.

Group Dynamics--The Future and You Kit	9 - 12	Palmer

Designed to help students turn what they have learned through studies and experience into effective action.

KITS AND GAMES

Title	Grade Level	Publisher
Group Dynamics--Work and You Part III Kit	9 - 12	Palmer

Designed to help a student learn to help himself become a successful person by learning about the nature and variety of many occupations and how the world of work is organized. 42 student activity booklets, 36 interest surveys, exploratory booklets, TG.

Job Experience Kit * Kit	8 - 12	Science Research Associates

Work simulation experiences in 20 representative occupations allow students to solve problems typical of each occupation.

Math Applications A & B Kit	4 - 8	Science Research Associates

Students investigate problems using elementary math. Expands understanding, reinforces skills, motivates. Student handbook, TG, 270 activity cards.

Our Working World--Cities-- Level III Kit	Grade 3	Science Research Associates

Designed to provide students with a realistic understanding of their world by involving them in a variety of activities. Student text, TG, student problem book, 1 set spirit masters, 12 FS, 6 records and script book.

Our Working World--Families * Level I Kit	Grade 1	Science Research Associates

Designed to provide students with a realistic understanding of their world by involving them in a variety of activities. Student text, TG, student problem book, 1 set spirit masters, 1 set records and 1 script book.

Our Working World--Neighborhoods-- Level II	Grade 2	Science Research Associates

Designed to provide students with a realistic understanding of their world by involving them in a variety of activities.

The Job Box A&B Kit	9 - 12	Fearon

This program gives up-to-date, accurate information about working conditions, salary ranges, possibilities for advancement arranged in a module describes in easy-to-read language a variety of jobs. Designed for the special-need student.

KITS AND GAMES

Title	Grade Level	Publisher
When I Grow Up, I Want to Be Kit	1 - 3	Instructo

Introduces the study of careers. Children place appropriate clothing on felt figures of man/woman to identify career. Widely used for primary language development, study (career), and special education classes.

Why Work Series Kit	9 - 12	Behavioral Research Laboratories

A collection of 30 each of 21 graded reading selections of 500-1000 words speaks to older boys forcefully and frankly on "What it Means to Work". The selections are written by contemporary American authors with 8 of the selections narrated by the authors on cassette tapes. Flannel Board

Widening Occupational Roles * Kit	6 - 9	Science Research Associates

This multi-component kit gives each student an opportunity to explore areas of career opportunity. Components include 340 work briefs, the Handbook of Job Facts, 5 booklets, 35 student records books, 2 filmstrips, TG and an index.

World of Work: Readings in Interpersonal Relations * Kit	7 - 12	Webster

TAPES

Title	Grade Level	Publisher
A Man's Work * Tc	7 - 12	Educational Development

The complete cassette program of job information covering 100 careers during 20 job interviews is designed for individualized student use. Such topics as training, apprentices, basic education, why work, the future, etc., are included in the program.

Career Tapes, I, II, & III Tc	7 - 12	Visual Education Corporation

A three-part series of 18 cassettes in which 72 actively-employed people talk about the challenges, rewards, and pitfalls of their jobs. The series is designed to cover the 15 career clusters established by the USOE.

TRANSPARENCIES

Finding and Holding a Job TR	10 - 12	Creative Visuals

This set of 33 visuals is intended specifically for those who must go to work right after leaving high school.

The Best Career Choice TR	10 - 12	Creative Visuals

This set of 25 visuals focuses on test scores, grades, interests, and career information.

CAREER EDUCATION RESOURCE MATERIALS

Part II--The materials described in this section are available from the State Adopted Textbook List. Materials marked with an asterisk (*) are also available from the Las Cruces Public Schools' Educational Service Center.

Title	Grade Level	Publisher
Hello, World! A Career Exploration Program	7 - 12	Addison-Webster

Hello, World! Texts utilize key occupational groupings or clusters, as a basis for exploring careers of today and the future. The series of nine books provide relevant exploratory experience for junior and senior high school students. Hello, World! has four main objectives:

Exploration of Key Occupational Arreas.
Evaluating Student's Interests, Abilities and Attitudes.
Relating Occupational Planning to the School Curriculum.
Developing an Awareness of Socio-economic Value.

Discovery through Guidance	4 - 8	Benzier, Gruce and Glencoe, Inc.

This five-level series provides a viable framework for guidance sessions in grades 4-8. Flexibly designed for classroom use in group guidance, it is also admirably adapted to individualized instruction. Discovery Through Guidance is diagnostic, developmental, preventive and corrective, and helps students attain a sensitivity toward their social and personal responsibilities. It develops emotional, educational, social, and vocational awareness through healthful interaction between students and teacher.

Wonderful World of Work	K - 6	Denoyer-Geppert

The sound filmstrips are designed to stimulate the curiosity and imagination of children by depicting real life work situations. Full-color pictures and an exciting soundtrack hold their attention while multi-ethnic situations demonstrate to every child that he has a place in the world.

Programs are presented from the child's point of view highlighting a series of occupations with which the child is already familiar: telephone men, mail men, gas station attendants, supermarket employees, etc.

The programs are designed to enable teachers to introduce early vocational guidance into curriculum area of social studies.

K-3 Series - 3 units with 11 film strips and teacher's guide
4-6 Series - 3 units with 12 film strips and teacher's guide

Looking Forward to a Career	4 - 9	Dillon Press, Inc.

The Looking Forward to a Career books were developed for the orientation and exploration stages of career education. Written for upper elementary and junior high students, the books describe clusters of related occupations in their respective fields. The books are about 100 pages each; hardbound with reinforced binding, and are illustrated with full-page photographs. Areas covered: advertising, agriculture, art, computers, dentistry, fashion, government, home economics, radio and television, theater, and writing.

Title	Grade Level	Publisher
Job Opportunities Series	6 - 12	Encyclopedia Britannica

A series of 50 8MM film loops to help students decide where they're going and how they're going to get there. On-the-spot camera studies of a generous sampling of jobs range from manual occupations to technical laboratory work--covering fields of building construction, health services, sales and services, repair work, manufacturing, transportation, and common and public utilities. The film encourages students to achieve their top level of vocational maturity by visualizing the nature of the work--indoor or outdoor, heavy or light, manual or technical. Teacher's guide included.

Career Discoveries	5 - 9	Guidance Associates

The Career Discoveries series was created to give students a taste of the richly diverse world of work, and particularly, insight into <u>why</u> people enjoy specific types of work. The series is for use in grade 5-9, a period of transition from career awareness in the early grades to the stage of tentative career exploration. The educational objectives are:

1. To establish that career choice is an expression of individual's personality factors and interests.
2. To elicit positive and negative reactions to a variety of career interest areas.
3. To demonstrate the variety of career choices.
4. To demonstrate that people can relate to their work regardless of educational level.

Each of the 6 programs represents a job cluster, grouped by the basic motivational interests of the interviewees. Each program contains four separate filmstrips and four records. The first film strip is an overview of the job interest cluster. The remaining filmstrips each contain an interview with a person, photographed and speaking on the job.

Job Attitudes *	9 - 12	Guidance Associates

Five in-depth motivational programs to help young people explore personal and social values they must deal with as they enter the world of work. Colorful graphics, clear photographs, and pertinent comments by young people emphasizing the long-term goals that should be the decisive factor in seeking a job.

Title	Grade Level	Publisher

Career Education Program — K - 12 — Houghton-Mifflin Company

Volume I	Kindergarten - Grade 6
Volume II	Grades 7 - 9
Volume III	Grades 10 - 12

This series of source books, compatible with the US Office of Education's model for implementing career education, builds student's awareness of the world of work through lessons and activities appropriate to the different grades from kindergarten through grade 12. The first of its kind with a continuing grade-to-grade sequence of development, the program progressively reinforces students' knowledge and understanding of the world of work, and emphasizes that a proper career choice enlarges a person's opportunities for a satisfying life.

The Career Educational Program is highly versatile and encourages teachers to adjust it as needed to meet their special requirements. It consists of a sequence of detailed lesson plans accompanied by duplicating masters and transparencies. These materials are packaged in three-ring binders so that several teachers can use the various lessons simultaneously. Also, use of the materials can be adjusted easily to fit variations in school schedules.

With the Career Education Program, students explore areas of work related to their interests. The duplicating masters and transparencies that accompany each volume encourage a variety of student activities and reinforce the material in the lessons. Strongly emphasizing small group discussions and individual research, these activities include: taking field trips, interviewing people in different careers, taking part in occupational role play, inviting parents to participate as role models, using resource persons, (e.g. personnel officers), preparing displays, developing individual and group presentations, and maintaining workbooks.

Career Awareness — K - 3 — May's Music Company

On-the-job action color photography and interesting story line makes primary children aware of the great diversity of the world of work and its need for many talents. The guide outlines meaningful career projects that can be integrated with your curriculum in language, arts, speech development, music, social studies and mathematics. 2 parts with 4 filmstrips and record/cassette

"Succeeding in the World of Work" — 10 - 12 — McKnight Publishing Company

Here is an outstanding work/study work/experience educational program that is designed to bridge the gap between school and the business world in which students will work. The program is a realistic and relevant educational program on careers and career opportunities. The program provides representative career experiences, enabling students to discover and develop their self-interests and aptitudes in order to meet and fulfill the personal responsibility of career goals. The full program consists of text, activities workbook, teacher's guide, a guide book for implementing a successful program and a film.

Title	Grade Level	Publisher
"A Highway to Work and Play" Series	1 - 6	McKnight Publishing Co.

The program is designed to help elementary level students develop an awareness and understanding of themselves, of others, and of the world of work in which they live. The program consists of a series of 16 four-page student activity newsprint issues available in six different awareness levels which correlate with the corresponding grade levels.

3 Texts by Sarah Slaver	9 - 12	Julian Messner

Your Career--If You're Not Going to College

The author has focused attention on the needs of a segment of the youth which has long been neglected or totally ignored. The step-by-step directions for evaluating onself in terms of the demands of a given occupation should be of interest to the counselor as well as to the student. The instructions on how to proceed to look for and gain employment are simple, direct and logical and will prove valuable to students and counselors over an extended period of time.

Non-traditional Careers for Women

The first and only book of its kind, this covers more than 500 traditional occupations which offer employment opportunities to women. A timely, thorough and valuable overview by a well-known guidance consultant and counseling psychologist.

Paraprofessions--Careers of the Future and the Present

Essential information and intelligent guidance for those interested in working alongside professions in a wide variety of challenging and rewarding positions, and a fascinating overview of a new career area whose boundaries and opportunities will continue to grow in the years to come.

Discovery, a Program in Career Awareness	7 - 10	Scholastic Books

For language arts, social studies, guidance, as well as reading classes, Discovery uses 8 full-color sound filmstrips and a classroom set of career logbooks to help students find new relevance in their education. Junior and pre-vocational senior high school students now have a step-by-step method through which to answer important questions like: "Who am I?...What do I still need to learn about myself? What's my present goal..my future goal?...What do I need to enjoy life?

Each unit contains: 8 full-color, 15 minute sound filmstrips--Thinking about Personalities, Thinking ABout Work, Why People Work, Thinking about Goals, Looking at Career Fields, On the Road and in the Plant, Other Career Fields, More Career Fields and 30 Career Longbooks. A 144 page Discovery teaching guide containing all the back-up materials teachers will need to use the program as a full 8-weeks workshop or a shorter 5-weeks program. Sound is available on records or cassettes.

Title	Grade Level	Publisher
Occupational Exploration Kit	9 - 12	Science Research Associates

The OEK helps students discover the many varied jobs and careers available today. By using the OEK, the student finds out what careers are suited to his interest, his educational goals, and most importantly---his abilitites.

The kit includes:

The 400 Occupational Briefs answer questions your students might have about a specific job, such as duties, required training, skills, salary, advancement opportunities, and future outlook.

The Occupation Scanner enables the student to base his occupational exploration on 1) his educational plans, 2) his verbal abilities, 3) his numerical skills, and 4) his special interests.

The 17 Job Family Booklets present groups of jobs related through common factors. For example, similar skills are required in "Jobs in Clerical Work, and similar interests are involved in "Jobs in Science."

The Student Record Book is used by the student to list his interests, abilities and plans for the future.

The OEK Guide is designed to assist you in guiding your students in the effective use of the OEK.

Career Information Kit	9 - 12	Science Research Associates

The kit has two sections. The first familiarizes the student with job families and provides easy reference to specific job titles. The second offers selected publications for both teacher and student in the areas of education, career, personality and employment

Choosing a career demands career information. Busy teachers will find the ICK an excellent means of insuring the best available occupational materials for their students. This library of more than 600 pieces of literature, reflecting VHGA guidelines, furnishes comprehensive information on jobs that employ more than 90 percent of the labor force today. The material can provide you with answers to questions most frequently asked in career education courses.

Job Experience Kits *	9 - 12	Science Research Associates

The JEK stimulate interest in career exploration by allowing students to try out realistic work problems in twenty occupations. Each kit presents tasks representative of those found in the occupation, and requires active student participation and reaction to the work problem. The wording of the kit is simple enough to eliminate reading ability as a significant factor, and

Title	Grade Level	Publisher

each problem is simply presented so that most students can complete the task in fifty minutes or less. Of the 20 jobs offered, four of the occupations require a college degree; eight can be learned on-the-job or in high school; and eight require some kind of formal post-high school training. Among the many unique features of the kits, the following are of particular interest;

The Kits allow a student to learn bout a job by doing sample tasks rather than being given a description of what the work will be like.

The kits are self-contained and require little or no advance preparation by the counselor or teacher.

The task of the Kits are presented as games in which the student competes with himself; he does not have the experience of being "tested".

The low reading level of the Kits allows for their successful use by non-academically-oriented students as well as those with greater reading skills.

Job Family Series * 7 - 12 Scientific Reserach

The Job Family Series consists of twenty 48-page booklets. Each booklet discusses a group of jobs that satisfy similar interests, require similar skills, involve similar activities, or have other factors in common. The student who explores job families with these booklets will understand how jobs are related and thus will be better equipped to make a wide career choice.

The booklets include simple but informative descriptions of real-life work situations based largely on observing and talking with workers themselves. Most of the booklets describe jobs at several educational levels and include information on education and training requirements, employment outlook, salary ranges, geographical distribution of jobs, and professional organizations to write to for more information.

AV Quick List of Career Education * Catalogue
Baker & Taylor Company

The Quick List provides you with:

A single source of supply for approximately 1,000 titles in a specific and important subject area--career education.

A diverse selection of titles in a variety of media formats from a broad spectrum of producers.

Quick access to titles organized in "Dewey-Compatible sequence".

Concise title coding including media symbol, series titles, grade level, price producer, content summary and release date (when available).

A free copy of the Career Quick List may be obtained by writing:

The Baker & Taylor Company
Audio Visual Services Division
Post Office Box 230
Momence, Illinois 60954

* Asterisks denote those items that are also available at the Las Cruces Public Schools Central Office Educational Service Center.

REVIEW OF CAREER EDUCATION MODELS

Many models were studied and reviewed for possible use in the Las Cruces system. However, the committee recommends several for consideration and possible use. The following models have detailed plans for integration into curriculums and suggestions for use by classroom teachers as well.

ALAMOGORDO PUBLIC SCHOOL Early Assistance in Occupation Awareness - K-6 Teacher's objectives, behavioral objectives, activities (easy to follow), resources for units, culminating experiences, suggested evaluation for teacher.

BERNALILLO PUBLIC SCHOOLS - Contains sample lesson plans from various teachers in the school system including grade level, general and specific objectives and the activities plus material needed.

PROJECT COPE - Carlsbad Occupational Program in Education - Curriculum materials handbook contains career goal statement, performance objective, description of unit (grade level and subject area), suggested activity, suggestions for enrichment, resources, materials needed, evaluation suggestion comments by teachers who proposed activities.

TAOSCORE - Taos Municipal Schools - Pre- and Post-test on attitudes of work, evaluation for teacher to complete, teaching activities and resources, how activity is related to other subjects in the curriculum, behavioral objectives for each unit. (Very good.)

K-12 GUIDE FOR INTEGRATING CAREER DEVELOPMENT INTO LOCAL CURRICULUM - Wisconsin Department of Public Instruction - contains extensive career development resource section.

CAREER EDUCATION-AN IDEA BOOK was published by the Portland, Oregon, Public Schools, Area II, Project No. 26-001-418; edited by K-6 Resource Guide Project Committee, 1971. This contains 169 pages of excellent ideas to be used along with the book listed below.

PEOPLE IN PRODUCTS AND SERVICES was published by the Portland Public Schools Area II, 1972-73. This book includes suggested sample units on careers (questions, activities, audio-visual aids, etc.) Questionnaires, field trip suggestions, resource people and materials listings were compiled (by Business and Industry) as follows:

Resource
Contact
Phone
Guided Tour
Grade Level
Length of Visit
Group Size
Advance Notice
Time
Nature of Activity

CAREER AWARENESS was published as an Elementary Teacher's Guide by the State of Arkansas Department of Education, A. W. Ford, Director, 1972. This excellent model contains numerous concepts, activities, resources and references. Each cluster contains write-ups on job descriptions, working conditions, training and other qualifications and other information.

Career Education--A Handbook for Program Initiation was published by the State Department of Education, Division of Vocational-Technical Education, Jackson, Miss., 39306, July, 1972. This good source of information includes charts on topic or unit of study and career-related instructional procedures, plus resources and materials. These were broken down by subject and grade level for handy reference.

Life Career Development Reference Book was published by the University of Missouri, Columbia, Mo., in Spring, 1973. This was another good source which included concepts, goals, objectives, activities by grade level and subject matter. There are also sample charts that include resources and behavioral objectives for various activities.

ERIC A search for Career Education models and materials was conducted through the Educational Resources Information Center (ERIC) at New Mexico State University yielding a very extensive bibliography. It is available in the office of the Secondary Curriculum Coordinator of the Las Cruces Public Schools. The materials listed below are available from the ERIC Document Reproduction Service, P. O. Box 190, Arlington, Virginia 22210. Prices are designated MF for microfiche or HC for hardcover.

Accession Number:	ED072212
Publication Date:	72
Title:	The Beginnings of Career Education in the Albuquerque Public Schools, 1971-72.
EDRS Price:	MF-$0.65, HC-$9.87

This federally funded, exemplary Career Education Project involved 35 mini-grant programs conducted within 24 elementary and middle schools in the Albuquerque Public Schools. Project highlights are described, noting the favorable impact of innovative career awareness activities upon disadvantaged Indian students, their parents, and the community. Shortcomings of the program were identified, such as lack of adequate facilities, time and funds, and concerns for the future were voiced. The eight remaining sections of the report discuss: 1) arts and crafts projects, 2) industrial arts, 3) career awareness, 4) ecology, 5) home economics, 6) office education, 7) integrated career education activities, and 8) indexes by grade level, area, and school. Photographs illustate the text which includes performance objectives and teaching procedures for each separate project activity. (AG)

Accession Number:	ED072258
Publication Date:	June 72
Title:	The Guidance Program in the Plan System of Individualized Education
EDRS Price:	MF-$0.65, HC-$3.29

PLAN (Program for Learning in Accordance with Needs) is the outgrowth of a follow-up study, Project Talent, on the occupational aspirations of over 400,00 high school students. As the second of three major theoretical components in that comprehensive developmental individualized education program, this occupational guidance system is intended for integration into the regular academic program. To pursue relevance to student needs, to accommodate parental interests in their children, and to delimit the instructional resources available in PLAN, seven career education and guidance sub-components were created and computer-oriented individualized programs of study were generated. These seven programs are: 1) curriculum planning and coordination, 2) orientation and study skills, 3) career

and vocational information, 4) student goal formulation, 5) individual planning, 6) student assessment and progress monitoring, and 7) military, college, and post-secondary counseling. A wide range of visual aids and resource materials are provided, including a glossary of key concepts in plan and sample program materials.

Accession Number:	ED072308
Publication Date:	September 72
Title:	Investigating Career Opportunities-Curriculum Guide
EDRS Price:	MG-$6.50 HC-$13.16

This curriculum guide developed by a project committee of administrators, supervisors, instructors, and a counselor in the areas of industrial and vocational education contains three extensive 12-week laboratory units at the junior high school level covering careers in the occupational clusters of business education, home economics, and industrial education..(funded under the Vocational Education Amendments of 1968). This course is intended to provide an overview of career opportunities, techniques for self-appraisal and help in choosing courses leading to the students' occupational goals. In a 2-column format, teaching procedures are correlated with resource lists of transparencies and student handouts included with each unit. A course rationale, appended student worksheets, time allotments, and detailed behavioral objectives are provided. Final evaluation questions are given for each unit.

Accession Number:	ED074243
Publication Date:	August 71
Title:	The Maryland Career Development Project--Phase I. Final Report
EDRS Price:	MF-$0.65 HC-$6.58

This first phase of an exemplary career development project in Maryland included the following seven action programs, each with general and specific goals and objectives: 1) a team approach at selected junior high schools involving counselors, home economics, and industrial arts teachers, 2) use of a full-time resource consultant in five elementary schools, 3) development of a computerized job placement information system intended especially for senior high students, 4) a cooperative work experience program for 21 potential dropouts between the ages of 14 and 16, 5) planning and implementing a statewide instructional television series, 6) developing a notebook with career education ideas for educators, and 7) information dissemination. This first annual report was written by a third-party evaluation team. This formative evaluation included extensive program descriptions, program forms, and recommendations. The overall goals which included the development of self-awareness, career awareness, decision-making skills, and career transition abilities are successfully being accomplished.

Accession Number:	ED074289
Publication Date:	72
Title:	A Guide for Implementation of a Career Education Program: Elementary grade. Contemporary Curriculum for Career Development Series.
EDRS Price:	MF-$0.65 HC-$3.29

This guide presents an overview of a federally-funded career education program for implementation at the elementary level. As part of a comprehensive exemplary program with integrated activities, outlines of the following program considerations are included: 1) overall goals and concepts in career education, 2) specific student career development, 3) in-service training methods, 4) classroom teaching techniques,

and 5) suggested evaluation designs in career education. Developed by a teacher with the aid of curriculum specialists, this document includes a rationale for career education and appended resource materials.

Accession Number:	ED079652
Publication Date:	May 73
Title:	The Georgia Plan for Career Education
EDRS Price:	$MF-$0.65 HC-$3.29

The paper treats career education more as a concept than as a program, an approach that cuts across all program areas and has potential for achieving many stated educational objectives. First, the term "career" is discussed including the connotation it carries of a purposeful life pattern and of a continuous integrating process. Second, career education is examined as a process through which an individual discovers himself, achieves a self-determined life goal, and acquires competencies necessary for achieving self-fulfillment. Third, the principles underlying the Georgia plan are outlined: 1) a comprehensive and integrated approach, 2) a developmental career education program, 3) integrated learning, 4) self development, and 5) value princples--those considered of prime importance to the career education curriculum.

Accession Number:	ED080679
Publication Date:	73
Title:	A Developmental Program of Occupational Education. Final Report
EDRS Price:	MF-$0.65 HC-$6.58

The goal of this project was to develop and implement a program of career education in a pilot cluster of schools in Cobb County, Georgia. The approach fused aspects of vocational education, guidance, and a broad-based curriculum into a systematic and sequential effort within the elementary, middle, and secondary schools. Such an effort was designed to facilitate a comprehensive education for all students by including development of work skills and attitudes suited to an area of rapid growth in population, industry, and technology. The project by design and by nature placed special emphasis on students who were culturally, economically, or otherwise handicapped or disadvantaged. Programs at all levels, guidance programs, and job placement services are detailed in the report. Based on three years' continuous in-house evaluation and on an outside evaluation, it was concluded that career education is an operational effort in Cobb County, Georgia and that the activity-centered approach has gained widespread acceptance from students, teachers, administrators, and parents. The project staff concluded that career education promotes a community-wide feeling that education is the joint responsibility of the home, the school, and the community. Almost half of the document is comprised of the project evaluation from the Center for Occupational Education, North Carolina State University, Raleigh, North Carolina.

Accession Number:	ED080682
Publication Date:	June 30 73
Title:	Project Vigor: Vocational Cluster Education, Integrated and Articulated, grade 1 through 14, with guidance services, occupational exploration and work experiences relevant to general education. Final Report.
EDRS Price:	MF-$0.65 HC-$6.58

Through Project Vigor, the David Douglas Public School System in Portland, Oregon addressed itself to the objective of changing a conventional, academically-oriented general education system into one whose curriculum reflected the needs of all students from the primary through the secondary grades and including post-high school contact and placement assistance, where possible. Cluster courses and attendant work experience programs, together with articulation between grade levels and departments, were important growth areas in the project. Accomplishments of the project were largely in terms of an awareness of career education as part of the general curriculum. Project Vigor as a guidance-oriented curriculum project whose visibility existed through changes in student behavior was considered successful. Appendices contain a bibliography, cluster exploration at grade 9, evaluation report, preliminary follow-up of 1972 seniors, programs, student job center, and an example of articulation activity. Related documents are available as ED058418 and ED067511.

Accession Number:	ED086905
Publication Date:	73
Title:	Maryland Career Development Project (K-Adult). Career Exploration Mode. Grades 7-9.
EDRS Price:	MF-$0.65 HC-$3.29

Career exploration is a process through which individuals learn about the range of educational and career options available to them. The career exploration model described in the document was produced to unite a variety of programs, activities, and procedures which have been used to facilitate career education primarily in Baltimore City and in Maryland. Intended for junior high school students, the program requires a planning committee composed of representatives from each subject area, the guidance staff, and the administrative staff. The program goals for the student are the development of self-awareness, of knowledge of job skills and level of competence, of social and communication skills, of decision-making skills, and of awareness of his own role in the world of work. The students will benefit from vicarious, simulated and hands-on experiences. They should first learn that many occupations are contained in occupational clusters, then explore several clusters. Teacher guides in physical education, science, art, and music contain suggestions of activities to emphasize a certain career or job family in relation to the subject studied. Cooperative work experience programs, as well as description of related portions of the career development program, are documented in the appendixes.

Accession Number:	ED067469
Publication Date:	72
Title:	A Resource Guide for Career Development in the Junior High School
EDRS Price:	MF-$0.65 HC-$9.87

This resource guide for a developmental junior high career education program contains general and specific behavior objectives, a program description, and a wide range of resource materials, including student and teacher worksheets and evaluation forms. Developed by a junior high counselor and funded by the Elementary Secondary Education Act, Title III, Guidance and Counseling, the unit is three-hole punched for insertion in a ring binder. Learning activities, specific subject area and grade level, and resource lists are presented in a three-column chart format. An annotated list of films is included. Simulation games and other group activities are provided.

Accession Number: ED071519
Title: Career Awareness in Foreign Language Instruction.
EDRS Price: MF-$0.65 HC-$3.29

This paper outlines objectives and procedures followed to develop career awareness through foregin language instruction at a junior high school in Maryland. The purpose of Project Aware was to make the student cognization of the need for occupational and career exploration as early as possible. The outline contains: 1) basic procedures, 2) sample objectives and goals, 3) sample textbook review, 4) sample newspaper review, 5) sample community survey, 6) sample materials for teacher awareness training, 7) sample lesson plan of teaching activities, 8) sample evaluation of activities, materials, and goals, and 9) a sample redefinition of objectives and goals.

Accession Number: ED073251
Title: Career Education Model
EDRS Price: MF-$0.65 HC-$3.29

This career educaton model graphically describes and identifies six major components useful in planning, organizing, and implementing career education programs: 1) career planning and preparation, emphasizing decision making, 2) community input, 3) curriculum development by means of total staff involvement, 4) job placement, 5) self-concept, and 6) world of work, providing occupational awareness experiences. These developmental concepts, useful from pre-school through adult educational levels, include a sampling of integrated project activities, listed with their chief component. District-wide commitment and responsible leadership are necessary to implement any career education model.

Accession Number: Ed073308
Publication Date: 72
Title: Guidelines for the Operation, Demonstration, Evaluation and Diffusion of a Model for a Comprehensive Career Education Program in North Carolina, K-14.
EDRS Price: MF-$.065 HC-$3.29

These guidelines for developing a model for an integrated, comprehensive career education program in North Carolina at the elementary and secondary levels include a mission statement, a career education rationale, a wide range of educational objectives, and key considerations for statewide implementation of the career education concept. An advisory committee of leaders from business and industry, the professions, parents, and teachers will provide feedback from the home and community and will help coordinate community resource persons and activities. A multi-media approach will involve students in "real life" activities that focus on self-understanding, career awareness, and the development of positive attitudes. Special programs for the disadvantaged, cooperative programs, and evening high school pilot programs for students with special needs will be provided at the secondary level. A curriculum planning program, articulation planning, and a career choice guidance program will provide information for target school personnel. Long-range diffusion activities will be carried out by city and county administrative and supervisory personnel.

Accession Number: ED076831
Publication Date: February 73
Title: Infusion Models: Career Education in the Elementary School
EDRS Price: MF-$0.65 HC-$3.29

The purpose of this publication is to aid elementary teachers in defining and illustrating career education concepts within the framework of the science and social studies curricula they are teaching. Behavioral objectives were written to connect the subject areas with career education themes. The Center for Vocational and Technical Education at Ohio State University developed eight career education elements, composed of 32 themes, which were used to write the six social studies and six science units presented in this document. The career elements are related (in a 3-column format of themes, objectives, and unit content) to the subject content responsibilities of elementary teachers as outlined by the New York State Education Department Syllabuses for Social Studies and Science. The models are tentative and are not intended as teaching units but rather to assist in providing direction to teacher task forces in curriculum development.

Accession Number: ED078137
Publication Date: February 21, 73
Title: Objectives for Career Education at the Elementary Education Level
EDRS Price; MF-$0.65 HC-$3.29

The climate for acceptance of career education has been found to be favorable and widespread. However, serious theroetical questions remain and many operational problems persist. The ultimate acceptance of career education is related to the degree to which curriculum developers can articulate and validate the behavioral outcomes of career education programs. The aim of career education is to develop an individual who can achieve a meaningful career existence in which his individuality functions for both personal and common good. Thus, long-range curriculum goals are directed to the development of competencies and/or attitudes which will be useful in situations that may not now be predictable. Primary sources of data for conceptualizing a model for career education are the construct of career development and the foundations of vocational education. Included in this paper is a description and discussion of a curriculum model designed to facilitate career development at the K-6 level. The model is an outline for school-based approach to career education which is differentiated into four developmental stages with corresponding subprocesses for grades K-12. The goals and rationale for the awareness and accommodation stages at the elementary level are described and are accompanied by a listing of integrated objectives.

Accession Number: ED078180
Publication Date: February 21, 73
Title: Career Education at the Junior High Educational Level--A Time for Career Exploration Plus
EDRS Price: MF-$0.65 HC-$3.29

The paper discusses the need for career development programs for junior high school students and looks at career education modeling. There appears to be some concensus that the self-concept theory should give direction to career education planning. An interesting characteristic of the career education movement is the multiplicity of models which have been developed. Two models are specifically examined: 1) the National School-based Comprehensive Career Education Model, which provides a matrix linking eight themes and thirteen grades, and 2) the Wisconsin Model, which provides a scope-and-sequence chart for 16 basic concepts. The transitional years of the junior high educational level provide some unique opportunities to relate to the career development of youth. With a focus on the student as an individual and based on sound career development theory, programs of career exploration can meet a significant need. Career awareness and exploration are closely intertwined and continue throughout life. Occupational clusters and career objectives developed in both models are further discussed. The paper concludes that although career exploration may appropriately be emphasized as a program activity for junior high students, other aspects of career education must also be treated.

Accession Number:	ED079516
Publication Date:	September, 72
Title:	Utah Model for Career Guidance, K-12
EDRS Price:	MF-$0.65 HC-$6.58

A task force consisting of elementary and secondary educators and state board personnel has prepared a model to be used by pilot districts in the development and implementation of a comprehensive, articulated program of career guidance for grades K-12. Designed as an integral part of the career education model for Utah, the career guidance model presents concepts and developmental objectives at sequential levels of learning (awareness, exploration, and adaptation) for three major components: 1) work and leisure, 2) self and others, and 3) planning and placement. Through decision-making, these components are internalized by the individual, resulting in the formation of the emerging self and career identity. This publication contains description and rationale for the model along with: 1) suggestions for presenting the model to school personnel through workshops, 2) a delineation of the 17 career development concepts and developmental objectives for the 17 concepts, 3) an example of concept expansion for grades K-3, 4-6, 7-9 and 10-12, 4) instructions for writing behavioral objectives, and 5) suggestions for evaluating the program. Also included is a resource section which lists references for each of the 17 career development concepts, sources of occupational information and materials, and suggested equipment and furnishings.

Accession Number:	ED079535
Publication Date:	73
Title:	An Anthology of 15 Career Education Programs
EDRS Price:	MF-$0.65 HC-$13.16

This publication contains information gained by site visitations to 15 exemplary career education programs located in rural, urban, and suburban areas of the U. S.

The programs were selected because they were founded on firm philosophical bases, would be functioning in the 1972-73 school year, and were characterized by a variety of budget patterns and sources of funds, student clientele, staffing patterns, career education curriculum design and implementation. Included in the description for each of the 15 programs is a discussion of: 1) the geographical area and school in which the program is located, 2) the goals and objectives of the program, 3) the educational program, 4) administration of the program, 5) resources available to the program, 6) interaction of the program with the community, and 7) the results from any evaluations of the program. Persons to contact regarding a visitation are also listed for each of the programs.

Accession Number:	ED080706
Publication Date:	73
Title:	The Kansas Guide for Career Education. Continuous development: Kingergarten through
EDRS Price:	MF-$.065 HC-$3.29

This handbook, developed by educators in Kansas working in career education programs, is a guide for local school districts in integrating career education into the existing curriculum. The 20-Element Kansas Model is based upon four components of self, work, leisure, and resources. The objectives of awareness, orientation, exploration, selective formulation, and action are examined within each component and a step-by-step outline is given of four procedures necessary for organizing, implementing, and managing a developmental career education program. An appendix includes a bibliography, a glossary of terms, and a graph of the U. S. Office of Education's Occupational Clusters.

Accession Number:	ED084413
Publication Date:	73
Title:	Annotated Bibliography on Career Education. For administrators
EDRS Price:	MF-$0.65 HC-$3.29

The material presented within this revised and updated annotated bibliography will be useful to administrators who are interested in becoming familiar with the career education concept and in attempting to integrate it into the existing school curricula. Listings are grouped under eight main headings: models and guidelines; elementary level, middle school and junior high level, secondary level, guidance and counseling, disadvantages, background references, and post-secondary level. Annotations have been taken from a search of ERIC files through December, 1972. (Annotated bibliographies for post-secondary and secondary educators also are available as part of this series.)

Accession Number:	ED085865 (Section I) and ED 085867 (Section IV)
Publication Date:	September 73
Title:	Oregon Graduation Requirements: Section II - Models and Guidelines for Personal Development Education Section IV - Models and Guidelines for Career Development Education
EDRS Price:	MF-$0.65 HC-$3.29 Each Section

Since 1969, the Oregon State Board of Education has undertaken to reverse the trend toward providing a single, rigid program for all students, regardless of their abilities, interests, needs, or learning styles. The new standards focus on the concept of providing students an opportunity to learn and demonstrate specific "survival" competencies. Each district must clarify to its own satisfaction the point of view of "survival" in order to identify the basic skills and abilities that all students should acquire as a result of public schooling. Following adoption of the new high school graduation requirements for Oregon Public Schools, teachers and administrators in local districts joined with state department of education specialists in identifying and describing the minimum or "survival" competencies every student should have on completion of 12 years public schooling. Identification of these competencies was meant to provide all districts with models to be used in selecting and describing those competencies essential to assure all students survival level functioning--at individual, wage-earner, and citizen levels.

Accession Number:	ED086871
Publication Date:	June 30, 73
Title:	Implementing a K-12 Career Development Program in the District of Columbia. Final Report
EDRS Price:	MF-$0.65 HC-$6.58

Goals for the 1970-73 project involving over 3,000 pupils were: 1) to provide a test pattern of "career foundations" through implementation of new curriculum methods and materials at the elementary level, 2) to design a test pattern of "career survey" through restructuring the curriculum around career clusters at the Junior high level, 3) to design a "career exploration" pattern for high school students, including vocational programs and cooperative work-study activities, and 4) to expand occupational guidance and cooperation with employment services for student placement after schooling. Project accomplishments and results were: a K-9 model for career education was designed; interdisciplinary curriculum guides were developed, a teacher training model for orientation to the career development concept was formulated and implemented; cooperation with the community and with the district was attained, and data gathering forms were developed and revised. Teachers and counselors were found to be the single most valuable resource, while lack of meaningful parental involvement continued to be a problem as do the dropouts. Unemployment and under-employment rates. Recommendations are included. Appendices contain forms and materials used in the project and a teacher beliefs survey (on career education).

Accession Number:	ED090742
Publication Date:	74
Title:	Manpower Development Exemplary Programs for the Handicapped
EDRS Price:	MF-$0.65 HC-$1.85 plus postage

Described are three training programs for teachers of the handicapped in Florida, Vermont, and Maryland that have been designated exemplary by the Bureau of Education for the Handicapped, which supports 500 teacher-preparation programs. Typically covered for each program are aspects such as instruction, curriculum content, recruitment and selection, community evaluation, and recommendations for replication. The clinical teacher model project in Tallahassee, Florida is said

to provide both computerized, individualized instruction in modules and clinical training to develop 35 trainees' competencies in observation, diagnosis, intervention, and evaluation for teaching mentally handicapped students. The statewide diversified occupations professional development program of Vermont is reported to train 340 professionals through the ODPRIME (Objectives, Diagnosis, PRescription, Instruction, Motivation, and Evaluation) system in inservice summer programs and after-school workshops to provide career education for mentally retarded high school students. The Mark Twain Teacher Internship Program, Rockville, Maryland is seen to offer a 10-month performance-based curriculum for eight experienced teachers in areas of psychoeducational assessment, human relations/counseling, curriculum development/implementation, behavior management, and systems analysis for working with learning disabled and emotionally disturbed children, 10-17 years of age.

Accession Number:	ED092745
Publication Date:	74
Title:	A Very Selective Career Education Bibliography: Secondary Curriculum
EDRS Price:	MF-$0.75 HC-$1.50 plus postage

The South Dakota Career Education Project has prepared this abbreviated bibliography to assist in the integration of career education into the established secondary curriculum. Instead of producing a comprehensive bibliography, a very selective listing of materials in the field of career education is presented. The bibliography is divided into five sections: Basic Literature (5 entries); career education bibliographies (4) entries); printed curriculum materials, including basic references (6 entries), commercially produced curriculum materials (5 entries), and curriculum materials produced by state and local education systems (7 entries); audio-visual software, including basic literature (6 entries), slides (3 entries) and films and filmstrips (17 entries); simulation and instructional games (6 entries). Each listing includes the publisher's address and, wherever possible, the purchase price of the item.

Accession Number:	ED094161
Publication Date:	March 73
Title:	Career Exploration for Elementary Children: A Curriculum Model
EDRS Price:	MF-$0.75 HC-$1.85 plus postage

The Career Exploration for Elementary Children (CEC) project is a 3-year curriculum development effort begun in 1972 at the Perrysburgh, Ohio, Elm Street Elementary School. The three major desired outcomes of the project are: 1) development of a curriculum model for career exploration at the elementary school level, 2) the development of an instructional system to implement the curriculum model, and 3) the evaluation of the instructional system material and outcomes. The CEC project is involved in achieving career development behaviors at the K-6 levels primarily within the following three domains: 1) concepts of self, 2) economic-occupational and educational concepts and skills, and 3) work values and attitudes.

Brief descriptions of the awareness and accommodation stages follow. A basic characteristic of the CEC project is its relevance on activity-based experiences to achieve desired behavioral outcomes. The CEC developed a curricular language which is discussed in detail in Appendix A. The CEC staff then established guidelines in the form of eight principles of career development to be used in elementary career education. Also included is a 34-item bibliography.

Accession Number:	EJ101423
Publication Date:	May 74
Title:	Career Education in the Science Classroom: A New Approach to Teaching Science
Journal Citation:	Science Teacher; 41: 5; 34-35

Outlines the lesson content and sequence in a science unit designed for a new introduction to vocations program in the State of New Jersey. The vocational program has been designed to help students in grades 7, 8, and 9 become aware of career opportunities.

Accession Number:	ED068670
Publication Date:	72
Title:	K-12 Guide for Integrating Career Development into Local Curriculum
EDRS Price:	Document not available from EDRS
Availability:	Charles A. Jones Publishing Co., 4 Village Green, S.E., Worthinton, Ohio 43085

This resource guide, a result of 2 years' work on the part of over 500 educators, a state-wide 2-week workshop in Wisconsin, and several committee meetings, has been field tested in 10 pilot workshops for 290 participants in an effort to help state's school administrators, supervisors, teachers, specialists, and students. Career development concepts, presented by the four levels, primary (K-3), elementary (4-6), junior high school (7-9), and senior high school (10-12) are detailed sequentially with a series of concepts for each matrix cell of the career education model. Directions for evaluating career development programs are given. Extensive lists of resources, arranged by concept and grade level, and lists of publishers in addition to a bibliography for professional reading and a glossary of terms are included.

Accession Number:	ED070844
Publication Date:	June 30, 72
Title:	A Curriculum Designed for a Career Exploration Program in the Distributive Occupations for the Tenth Grade Secondary Student. Final Report
EDRS Price:	MF-$0.64 HC-$3.29

This description of the curriculum development and design for an introductory two-semester grade 10 curriculum for marketing and distributive occupations includes program objectives, a course outline, and a program rationale. Occupational orientation in the first semester precedes individualized exploration of careers in distributive occupations during the second semester. This curriculum is intended to provide for earlier and greater career awareness by students in distributive vocational education and to develop job entry skills. Preliminary project procedures include: 1) surveys of the business community and high school student body to identify job competencies and vocational needs, 2) a comparative analysis of this information, 3) collection of pertinent data from the Connecticut Department of Labor, and 4) the gathering of information concerning student job preferences for occupational guidance purposes. This state- and locally- funded, goal-oriented curriculum design was recommended for adoption as a pilot project in 1973 at Wolcott High School in Connecticut with successful implementation leading to state-wide adoption by local school systems.

Accession Number;	ED079539
Publication Date:	72
Title:	Establishing Guidelines for Career Education K-12: A Summer Project, 1972
EDRS Price:	MF-$0.65 HC-$6.58

This guide is the result of a workshop effort directed toward planning a strategy for implementing career education within the Mesa Unified School District. It was developed to assist teachers in becoming familiar with career education and acquainting them with the instructional resources available to them. Comprehensive in scope, the guide sets forth a format for the development and operation of career education programs from kindergarten through grade 12. In keeping with its concern of helping individuals to discover their career needs, assess their vocational potentialities, implement vocational plans of action, develop their life purposes with alternatives, and realize their career goal, this career education plan proposes the implementation of developmental programs at four levels. By level, those component programs are: 1) career and self-awareness (at the elementary level), 2) career orientation exploration (at the middle school level), 3) formulation of career plans (at the early high school level), and 4) career preparation and training (at the later high school level). Career alternatives are to be emphasized at all levels. Included are: 1) suggested activities for implementing the plans, 2) announcements of books and audiovisual materials with addresses of information sources listed, and 3) a list of suggested equipment for career centers.

Accession Number:	ED084421
Publication Date:	August 3, 73
Title:	Report to the Wisconsin Department of Public Instruction of the Results of a Student Opinionnaire Concerning Career Education in the Public Schools of Eau Claire, Wisconsin in Decémber 1972 and May 1973.
EDRS Price:	MF-$0.65 HC-$6.58

The purpose of the study was to determine the degree of success being attained by teachers who have had the benefit of participating in a three-week career education summer workshop in 1) teaching the basic career development concepts listed with the scope and sequence model in Wisconsin's "K-12 Guide for Integrating Career Development into Local Curriculum", and 2) accomplishing the goals of each of the components of career education. The project personnel developed an evaluation instrument which consisted of 58 statements to be answered strongly agree, agree, disagree, or strongly disagree. Data were gathered in December 1972 and May 1973 for grade 3, 5, 6, 7, 9, 10, 11, and 12. Responses are reported by grade and sex. Approximately three-fourths of all student responses to all items from all grades were positive in May; however, grade group responses reveal considerable divergence. Effectiveness of component categories is shown. Conclusions and recommendations point the way to future career education activities.

Accession Number:	ED086863
Publication Date:	September 73
Title:	Keep Careers in Mind: Middle School Career Education
EDRS Price:	MF-$0.65 HC-$9.87

The purpose of the handbook is to provide teachers of middle school students a resource for integrating career education into subject area disciplines. Written by a committe of educators from the Pacific Area Department of Defense Schools during a summer workshop, the document provides a job cluster wheel of fifteen clusters (office occupations, personal services, public service, transporation, health occupations, agri-business and natural resources, fine arts and humanities, communications and media, marine science, construction, consumer and homemaking occupations, environment, hospitality and recreation, manufacturing, and marketing, and distribution). The clusters are further refined in outline form, including jobs at all levels. In studying the clusters, students will become able to: identify various occupations, identify skills and talents of workers, observe how occupations affect life style, relate products and services with worker interaction, recognize that environments affect job location, and ascertain how a worker gains dignity and satisfaction from a job well done. Suggestions for roles of school personnel and the use of field trips, guest speakers, and media are included. The major portion of the document is devoted to specific activities in twelve disciplines, based on the clusters and objectives mentioned which teachers can employ in the classroom.